



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Grant period from **January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Manor ISD** CDN **227907** Vendor ID **1746003097** ESC **13** DUNS **050223239**
Address **10335 US Highway 290E** City **Manor** ZIP **78653** Phone **512-278-4000**
Primary Contact **Gary Lee Frye, EdD, GPC** Email **gary.frye@manorisd.net** Phone **806-787-6137**
Secondary Contact **Brian Yearwood, EdD** Email **Brian.Yearwood@manorisd.net** Phone **512-278-4016**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Royce Avery, EdD** Title **Superintendent**

Email **royce.avery@manorisd.net** Phone **512-278-4000**

Signature  Date **11/12/18**

Grant Writer Name **Gary Frye** Signature  Date **11/12/18**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of

701-18-105-028

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Developing a leadership core of staff members who can fill leadership roles at Manor ISD (MISD)	Developing a cohort of staff members who are willing to obtain a Master's in Educational Leadership and Mid-magaement certification from TEA within the time frame of this grant program. (NEA, 2002)
Link with at least one IHE to provide system for a cohort of MISD staff members to obtain classwork for Master's and certification requirements.	MISD will find at least one IHE (Institution of Higher Education) to develop a cohort that classes are taught at MISD and/or methods for staff to take on-line courses if cannot be a part of the cohort. This will allow the maximum flexibility for MISD staff to create a leadership pool meet our needs. (Hasiotis, 2015)
Provide a system of evaluation that allows for ongoing data driven assessment of the cohort in formative and summative manners.	Link the cohort assessment data to the DIP (District Improvement Plan) to change the culture of MISD to build systems that will allow the development of leadership pool in sustainable manner (Goe, 2008)

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Number of staff obtaining Master's degree & certification; gaining of credits in timely manner leading to degrees; Staff member selected who have background to complete degree in timely manner; R-focus on developing a cohort of principal certification staff who obtain a Master's and principal certification within the time frame of the grant; T-measures of each semester's obtaining of credits by staff to complete their degree plan. This plan will be used for both tracking obtaining Master's and principal certification in MISD systems in place to "grow our own" in terms of providing a system to determine if long-term District Improvement Plan (DIP) are being met. The Campus Improvement Plan (CIP) will be used to measure the growth of campus leaders who wish to become principals and will work within the MISD system to "move up" in the role

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

First 10 days all staff apply for the program. By day-20 lottery is held (if needed) to select the 10 staff members for principal program. By day-30 staff members are selected and sign the Memorandum of Understanding that shows their obligations to work for MISD after graduation and the obligations that being a member of the program brings. Second two months of the program will be used to either continue their IHE's courses or select a program to begin in the summer (June 2018 or earlier if IHE start date is sooner). If any initially member withdraws from the program we will select the person in the lottery to fill the vacated slot. The senior central office staff will initial mentor the selects MISD staff in the two pathways until present staff members can be selected to extend this mentoring. The principal preparation program will be one source of mentors. The central office and other mentors along with the staff members in the two pathways will form Professional Learning Community (PLC) for support and to increase these staff members grow in school leadership.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The summer quarter MISD staff in the program will enroll in IHE courses designed to meet course requirements for their principal training. The staff members will enroll in at least one summer term (may be both terms or the equivalent online set of courses). This will be done to assure that the students meet their specific graduation requirement by the end of the grant period. Staff members will be asked to meet every other week until PLC's are formed to allow them to support each other. Mentors for these staff will be selected. At the end of the summer term the staff members will share their grades with senior staff at MISD. The current level of obtaining graduation credits (if staff are currently enrolled at IHE but not completed degree) will be evaluated over the first summer so that an overall PGP (Personal Graduation Plan) can be made so that timely determinations of their meeting goals can be done. At the end of the summer a meeting of both groups of students will be done with senior MISD staff so that progress and celebration of the program can be done.

Third-Quarter Benchmark

The first full semester at the IHE of the program will build PLC to support the student's efforts in their program. The staff who need any extra support to have IHE success will request it during the PCL meetings. Senior MISD staff will be available to work with the staff to build a common goal for 'growing our own' and to see if study groups need to be formed. The mid-term grades of the students will be used to determine if any extra support is needed. The MISD leadership team will work with these students to assure that they have the support to be successful. At the end of the semester the PGP will be checked to see if the student are on track to meet the goals of the program in obtaining Master's, principals certification, and initial plans for having their principal internship being done at MISD. This will allow staff members to engage in future planning to understand their new roles at MISD when they move into this leadership role.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program will link senior MISD staff and mentoring principals to the MISD staff members wanting to be principals. The major determining data will be the progress in obtaining college credits to graduate from their program with Master's and mid-management certification. The senior staff & mentors will monitor the development of PCLs and aid in the studies that will extend the IHE work to MISD culture of wanting to be able to 'grow our own' in developing MISD future leaders. We want to make MISD a destination district where people will want to move to our community because of the progress of the ISO. MISD being one of the eight selected System of Great Schools by the governor and TEA allows us a way to disseminate information about the program that will help other ISDs develop similar programs. The evaluation methods that MISD is putting in place is allow ways to use data to drive programs in a better manner. We will use the obtaining of graduation credits as the major indicator of staff success in meeting the PGP requirements to meet grant goals in timely manner. Staff who are having issues meeting requirement will be given extra non-IHE support through the MISD PLCs to learn the material in more effective manner. The system will provide study groups for certification testing so that we can help the paras in having another system to meet this 'end' requirement. We will bring MISD senior and other staff into the PLCs in the last two semesters of the program so that the staff in the program have greater access to people who have already met the state requirements for the principal position. The IHE staff will work with the principal cohorts group to help them understand their role in becoming MISD's new pool of academic leaders of the district. We will look at each staff member's progress using at least the mid-term IHE grading. While not as quick a system as we would use with MISD students; these staff members are making a major life-change so we believe that they will seek help on their own if various support systems are built into our program. MISD senior staff and the campus administration will allow these cohort members to have more leadership roles at their current campus. This will allow MISD to determine the benefits from increasing the leaders that we can draw on to improve instruction. These data will be use for the CIP/DIP so that culture of MISD can be changed and the program of 'growing our own' can be sustained in some form. MISD will think of this program as being a pilot where we can understand how to better build a leadership team at each of the campuses at MISD. (Versland, 2013; Joseph, 2009) We will determine if ESC13 or TSU programs are the most effective (see attachments).

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

The staff members selected for the cohort will be given more leadership roles at their campuses. They will work with the IHE to obtain the theory-base for becoming a principal while working with their MISD mentors and the other staff members. This will allow these staff members to have both the HE content learning while being able to 'use' their new knowledge at their respective campuses. This will allow a combination program to have authentic school setting to apply what they have learned in the IHE classes. The campus leadership team (principal, assistant principals, and other lead teachers/support staff) will allow these staff members access to the CIP and other decision-making systems of the campus. This will allow these staff members to resolve significant real-world problems and challenges of the campus. The staff members will be included in the DIP and district level meetings to integrate the campus into the overall plans. This will allow the cohort to have a broader understanding of the full leadership system used at MISD. The cohort will be provided with student data so that they can determine the effects of the leadership program on the outcomes for the students. The cohort will form Professional Learning Communities (PLC) to have additional professional development systems that they can access to increase their overall understanding of the effects of leadership on the culture of a campus. The cohort will be allowed, with teaching staff permission, to be a part of the yearly instructional staff evaluations. This will allow the cohort to understand another aspect of the role of principal on a campus. The cohort will bring these data back to the IHE instruction to allow for the college-level coursework to be linked to the real-world activities. This will increase the abilities of the cohort members to learn how to effect real change on their campus. The PLC system will allow the cohort staff development to be ongoing and provide a method for 'just in time' staff development that will be focused on blending theory and real-world problems so that the cohort members are able to solve problems in a manner that shows them how to link these two systems. MISD will use the cohort to fill leadership roles in the district. These staff members will be the assistant principals and program leaders for MISD. Examples of non-traditional leadership role are being the Program Director of 21st Century Community Learning Centers grant or similar roles in other grants/programs. This will allow MISD to have fully certified leadership staff that increase our abilities to have quality leaders for the various programs that are being developed at MISD. MISD being one of eight System of Great Schools will use this system to disseminate information about how we are developing future leaders.

Within the program the senior leaders of MISD and the cohort mentoring principals will provide one-on-one professional development, bi-weekly meetings, and other systems to increase the understanding of the cohort members of how to be an effective leader. This will be in addition to the PCL to provide extended professional development so that the cohort will be in a position to move into leadership roles as MISD expands its campuses and new programs are developed. This will give MISD a core of leaders that will allow for more effective development of effective programs. The CIP/DIP process and inclusion of the cohort members in the day-to-day campus level decision making process will, with the IHE courses, give these staff a much better insight into the real-world system of creating effective system to meet student, parent, and staff needs. We will use the ESC13 system to allow staff with Master's to obtain Mid-Management and the TSU program to obtain both the certification and the Master's.

Within the system the cohort member will be given a MOU (Memorandum of Understanding) that provides them with the requirements of the program and provide how the staff will have obligation to work for MISD for 3-years after finishing the program. This will assure that MISD system of training provides the long-term effects that are this grant's goals. This program will aid in the changing of the culture of MISD to focus on "growing our own" leaders of the future."

MISD expanded the program to include ESC13 and Texas State University (TSU) to allow staff with Master's but not a mid-management certification a quicker method of obtaining it by attending ESC13 system of training. The TSU will be a full system to take a degreed person to the Master's level while having the course work to obtain certification. The blending of these two system will allow MISD staff the most flexibility in obtaining the knowledge to assume the leadership roles on their campus and in the district. This will allow us to reach our vision of "Destination Manor: A Place of Life-Long Learning" by develop in the grow you own manner our future leaders.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Texas State University (TSU) and ESC 13 will be our partner for instructing the cohort at MISD. The TSU courses are as follows: EDCL 5100. Educational Leaders' Continuing Professional Development; EDCL 5339. Understanding Self: Developing a Personal Vision of Leadership; EDCL 5340. Shaping Organizations and Using Inquiry: Management and Leadership; EDCL 5345. Understanding People: Professional Development; EDCL 5347. Understanding Environments: Social, Political, Economic, Legal, and Technological; EDCL 5348. Supervision of Instruction; EDCL 5348. Supervision of Instruction; EDCL 6343. Continuous School Improvement ; EDCL 6344. Campus Leadership; and EDCL 6345. Human Resources and Instructional Management which will provide the students with the principal required courses. The TSU has one-year internship that MISD will link the cohort to current principals. Within the PLCs and the mentoring for the senior MISD staff the cohort members will receive feedback on their linking the IHE courses to solving real-world leadership problems at their campuses. TSU will provide standard texts books and MISD will provide PLC books to extend what is learned in the cohort classes. The cohort members will attend conference to allow them to see other aspects of becoming a campus/district leader.

ESC13 has similar focus on developing the abilities of the staff with a Masters to gain the knowledge to be an effective school leader. The system has more of real-world base where MISD will give these staff the ability to 'lead' at their grade level, content area, etc. This internship is offset by having summer and night cohort instructional courses. This system is designed to provide a sound method of gaining the knowledge to pass the certification exam but more importantly gain the skills of a leader.

The campus leadership team will bring the cohort members on their campus into the CIP process so that these cohort members can see how what they are learning from TSU classes applies to make the campus a more functional culture that is focused on meeting student academic needs and bring the parent into the academic system using the Child's First Teacher concept (Taylor, 2013). This will aid the campus in extend the inclusion focus that MISD is developing. This will also give the cohort members real world experience in becoming a leader and meeting student/family's needs. The instruction from TSU will provide the cohort members with the research/theory of leadership while the later interaction will show them how to operationalize the theory regardless of the ESC13 or TSU pathway. Thus allow our cohort to gain in the practical while have a sound research base for their leadership decisions.

The development of our own system of leadership training will allow us to increase the diversification in our leadership staff. This should increase the outcomes for our 92% minor total population of students because they will "see" leaders who look like them. MISD is also applying for the teacher Grown Your Own grant again to increase the pool of teachers that can better relate to our population of students.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

MISD student body has the following make up from the 2016/17 TAPR Report:

	Totals	AA	H	W	AI	A	EcoDis	ELL	AR	SpE #
Manor	8,834	20.8%	65.2%	7.8%	0.2%	3.7%	76.6%	38.3%	73.9%	723

Enroll =Total students ISD, AA=Africa America, H=Hispanic, W=White, AI= American Indian, A=Asian; EcoDis= Economically Disadvantage, ELL= English Language Learners, AR=At-risk; SpE#=Special Education students

The student data is set as a baseline for how the effects of the development of the leadership system directly impacts our students.

The students' score below the state average on STAAR and End of Course tests. There are sub-group gaps in measured performance with minority students scoring lower than White students. We believe that that increasing of local teachers with Master's in Mid-management that 'look like our students' will increase the general expectations for all our students. If any of the ten initially selected Master's students finish in the first year or drop out of the program; other staff members will be asked if they would like to work towards their Master's and mid-management certification. This will be done so that the total number of staff members who have the qualifications to be academic leaders at MISD is maximized. MISD will seek other funding sources to allow these staff members to have funding while they are working on their Master's and certification from local sources. If any of the ten initially selected Bachelor's students finish in the first year or drop out of the program; other staff members will be asked if they would like to work towards their Bachelor's. This will be done so that the total number of staff members who have the qualifications to teach is maximized. MISD will seek other funding sources to allow these staff members to have funding while they are working on their Bachelor's from local sources to develop a 'grow your own' concept for other skill sets at Manor. MISD will weight the selection of staff for the program on their pass student achievement scores, evaluations/appraisals, soft social skills, and recommendation from evaluation staff who will be asked to recommend staff to leadership training. These systems will assure that MISD develops a pool of leaders. The data on the staff being trained will be one of if they are making progress in meeting this grants goals.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

TSU uses standard graduate metrics for each of the courses that are published in the syllabus. These measures are determined the grades that each cohort member receives for the class. This system is set by TSU. ESC13 has a similar system of determining how well the cohort is obtaining the skills needed to be effective leader. MISD will add other metrics that will give us a measure of how well the cohort members integrate what is learned in the IHE classroom setting in the real world of the campus that they are a teacher and are on the leadership team for the campus. The current campus leadership will rate the cohort members on their ability to see to overall needs of the campus, move decisions towards building a culture where student performance is increased, families are better connected to the campus, and the other staff of the campus believe that their input and needs are being addressed. We will use the PLCs to provide formative (day-to-day) feedback to the cohort members in terms of provide extra services/tutoring to all members so everyone earns an A due to the whole cohort working to make sure that everyone one has success. The goal will be to develop a cohort that will look at their fellow members as resources that they can go to determine new, unique, better, etc. ways to change the culture of their campus and MISD as a whole. This will allow MISD to become a destination district where the needs of all students are considered and systems are developed to meet these needs. The parents and other staff members' needs will also be a consideration for the development of systems. We will attempt to bring the cohort concept of everyone is successful to the classroom so that all of our student are expected to achieve at high levels.

The evaluation of the cohort will be designed to increase the knowledge base on how to create a leadership pipeline that produces effect campus leaders who can meet the needs of our students. This will be extended to special needs and at-risk students so that MISD can develop system by which these student who might not have academic success in traditional setting will see how they can have academic success and develop into life-long learners who have the skills to enter into post-secondary careers and/or academic pathways that will allow them to have much better life outcomes. This goal meet the System of Great Schools focus on how to change the way that 'school' is done to increase the overall life outcomes of all student while assuring that at-risk students have their needs met.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program

Matched amount (number of principal residents participating in program x \$15,000)

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Stipends for the staff and their mentors	<input type="text" value="76,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

TEA Principal Preparation Summer Institute staff development	<input type="text" value="10,000"/>
IHE / ESC fees	<input type="text" value="30,000"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
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OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Leading Data Driven Culture: <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?		2
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?		2
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?		3
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?		2
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?		2
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?		2
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?		2
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?		2
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?		2
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?		2

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...</i> *		0 - Lacking 1 - Attempting 2 - Foundational 3 - Proficient 4 - Exemplary
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?		3
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?		3
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?		3
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?		3
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?		2
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?		2
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?		2
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?		2
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?		2
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?		3